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ABSTRACT

Part of a series on competency-based education, this monograph examines the development of course syllabi that effectively articulate performance objectives and serve as student performance contracts. After an introductory discussion of the inadequacy of most course syllabi in communicating criteria for student success, the monograph discusses 17 functions of the course syllabus: (1) describes course content: (2) places the course in the context of the program: (3) delineates entry-level skills: (4) explains course logistics: (5) cites reference materials: (6) details the sequence of course activities: (7) outlines course goals: (8) enhances student motivation: (9) suggests alternative learning modes: (10) provides students with a mechanism for self-monitoring: (11) identifies terminal performance objectives: (12) serves as an articulation tool: (13) publicizes and promotes the course: (14) provides a reference point for course modifications: (15) explains the grading system: (16) fulfills accreditation requirements: and (17) serves as an instructor/student contract. Finally, a model for the generation of a performance-based syllabus is presented, which includes directions and suggested layouts for a syllabus cover sheet and for the construction of a student lab contract detailing grading, the minimum competencies expected of course completers, and suggested exercises. (JP)

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DEVELOPING A PERFORMANCE SYLLABUS

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This series of monographs includes the following:

1. Using Performance Goals
2. Using Performance Objectives
3. Developing a Performance Syllabus
4. Evaluating Performances
5. Motivating Performance Learning
6. Developing and Using Performance Modules
7. Addressing Affective Performance
8. Remediating and Enriching Performance Learning
9. Managing a Performance On The Job
10. Maximizing Teaching/Learning

This is one of ten monographs in a series relating to IMPLEMENTING COMPETENCY BASED EDUCATION IN COMMUNITY COLLEGES developed at Virginia Polytechnic Institute and State University. This project was developed under a grant to St. Clair County Community College and was funded by the Michigan Department of Education, Higher Education Management Services, Occupational Education Unit. Project #33B9-7447-2.

Developing a Performance Syllabus

Little has been written on the topic of the syllabus for performance-based courses. Traditionally, the syllabus has been a document required by administrators or accrediting agencies. There seemed to be little concern as to whether or not it aided the student. This monograph will explore the syllabus concept in hopes that future syllabi may be effective "pre-organizers" for students and "contracts" between instructors and students. And maybe, just maybe, the performance syllabus will also serve as a promotional and recruiting device.

The Syllabus at Its Worst

Do you remember taking a course entitled "Appreciation of Early American Literature" in your sophomore year in college? Of course you do! It was required. And do you recall that during the first class meeting you were handed a syllabus? It may have looked something like this:

Eng. 201 Early American Literature

Instructor: Dr. Myles Pinkerton — Spring Quarter 1968
3 Semester Hours — Mon. Wed. Fri. 7:30-8:20 a.m.

Course Description: Early American Literature traces the American Writers from the time of the Pilgrim Settlement up to and including the Civil War. The essays, poetry, novels, short stories, and other literary forms will be explored.

Textbook: **The American Literary Scene Before the Civil War** by William G. Beaumont, Ditto Press, Pentameter Hill, N.J. 1923.

Course Content:

The early years 1492 to 1600
Week 2: The Pilgrim Period 1600 to 1640
Week 3: (Here the professor breaks up the course using the old chronology trick and perhaps a mid-term exam about the 8th week)
Week 15: The Civil War Years 1860 to 1865
Week 16: Final Exam

Grading Rationale:

Students will be graded on the basis of assignments, class par-

ticipation, quizzes, and exam grades. Grades will be awarded on the following scale:

A = 91-100
B = 81-90
C = 71-80
D = 60-70
F = Below 60

As you analyze the above syllabus, you will notice that the entire document conveys little additional information other than the title of the course. As a student in Eng 201, the syllabus did not communicate exactly what behaviors you were to demonstrate in order to successfully meet Dr. Pinkerton's criteria for sucess. How, then, did you find out what to do to insure success? You asked juniors who had had the course previously. Naturally when they told you that joining the Thespians (which Dr. Pinkerton coordinates) was a "sure A," you instantly resolved to become a member. After all, painting stage props and scenery is a small price to pay for a "sure A" when your Grade Point Average (GPA) is 1.96 on a 4 point scale.

The Syllabus at Its Best

Accountability in education today and CBE demand that course expectations and activities be clearly identified before the student is committed to a program or course. It is the clarity requirement which dictates that the post-secondary educator write a complete, detailed, precise, and effective syllabus for each course. The major functions of a syllabus are enumerated below.

1. Describes scope of course content
2. Communicates course mission
3. Suggests propaedeutics
4. Details logistics
5. Constitutes instructor and student contract
6. Identifies reference material
7. Sequences and schedules instruction
8. Identifies course goals
9. Motivates students
10. Provides learning options
11. Permits self-monitoring
12. Identifies terminal behaviors
13. Serves as an articulation tool
14. Advertises, promotes, and recruits
15. Provides a base for modification

16. Facilitates grading evaluation
17. Meets accreditation requirements

While the above list is enumerated, by no means is the order of the list meant to suggest priority. Different institutions, programs, courses, and even course sections vary so much that the critical features of syllabi will differ widely. These are not the "headings" for a syllabus. The number of headings will likely be less than this list. However, these are the functions that a syllabus must serve. It is probable that the specific functions will be addressed in two or more sections of the syllabus. You might wish to use this list as a "test" for a completed syllabus. Note that no ideal format is provided. You may have the honor of designing the ideal. There is no doubt but that the "Syllabus at Its Best" is yet to be!

Functions of the Syllabus

At the risk of this document's becoming just another tedious educational monograph plodding laboriously through the list of sub-topics, each of the seventeen functions of a syllabus will be explored in the following sections. There is nothing magic about this list. Indeed, you might wish to delete, revise, or add to the list. Please do.

Describes scope of course content. College catalogs and schedule publications demand brevity in course titles and descriptions simply because of printing costs. Students shopping for courses in which to invest their time and money are entitled to a more detailed specification of the course content before committing themselves to a class.

Additionally, there are others who need to know the details of the course content. These include other instructors who teach both prerequisite and subsequent courses, parents and employers who often finance courses, and any taxpayer or supporter of the institution for which you instruct. If the content itself or the way it's described in the syllabus is unacceptable to any of the parties mentioned, a review is justified.

The description of course content should include not only the specific topics and sub-topics the course covers but what the course does **not** address. Any aspects of a course that someone **might reasonably assume** to be included in the content that are not addressed due to time, space, or facility limitations should be identified. For example, one would normally expect some on-line time in a computer course. However, if the course were theory oriented and no terminal were available, then this would not be possible. Situations of this sort

should be noted in the syllabus. A **description** of the **content** is the byword! The header: "Course Description" and "Course Title" will usually meet this requirement. These should be exact replications of catalog entries.

Communicates the course mission. The mission (intent or focus) of a course puts the course in perspective. It ties the class to other classes in a program, to knowledge and skills required for employment, or to some other aspect of life. The mission statement should serve as a motivator that suggests the student's involvement in this course will be a worthwhile and rewarding venture. The mission statement should be short (50-75 words) and be performance, not content, oriented. A "Mission" or similar header is desirable.

Suggests propaedeutics. Have you looked up the word **propaedeutics** yet? It means **prerequisites** or **entry level skills.** At any rate the official dictionary definition for **propaedeutics** is "the basic skills and knowledge preliminary to the study of some art or science." It's a wonderful word to keep in your vocabulary arsenal just in case you ever get into a jargon skirmish at the AACJC Convention or on any other educational battleground.

It is appropriate that you identify the entry level requirements you expect of your students for each class you teach. To identify entry level requirements, it is not enough to simply say, "Econ 100, 101, and 102 are prerequisites for the course." Rather, the student should be informed as to the specific skills and knowledges which are **absolutely essential** to success in the course. If your course genuinely builds upon **all** of the learning imparted in the courses listed as prerequisites, then you should at least provide the opportunity for a student to take a pre-test to determine if the entry level skills have been attained. It is unfortunate that the haphazard assignment of prerequisite courses is often a screening device for administrative convenience rather than a system of sound educational sequencing. The community college with its diverse and mobile clientele should be especially wary of denying service to capable students on the basis of invalid prerequisites. Perhaps a solution is to **suggest** rather than **require** preliminary courses. Propaedeutics are probably overdone. Most courses really don't need them. If required, permit cut-out options. These can be included in the "Course Description" section.

Detail logistics. An important facet of the syllabus is its feature for describing **where** one is to be **when.** The syllabus gives form and dimension to the course so that students, teachers, and support per-

sonnel are in the right place at the right time.

While every syllabus will not necessarily have a section entitled "Logistics," it should define the parameters of the course relative to time, place, mode of instruction, name of instructor, guest speakers, field trips, and procedure if the snow's too deep to get to class. After all, the syllabus is a descriptive document and should accurately and completely describe the logistics of the course. This information can be included under a broad heading entitled "General" or "Miscellaneous" or "Other."

Constitutes student and instructor contract. More and more educational squabbles are being resolved in courts rather than with face-to-face negotiations, concessions, and compromises. Most student or teacher squabbles arise from a failure in communications. A clear, precise, detailed syllabus that specifies both the teacher responsibilities and the expected student activities is an insurance policy against misunderstandings at the end of the course. Basically, the contractual agreement in a post-secondary educational course is between the student and the instructor. The student pays tuition and fees and agrees to devote time, study, and work toward the mission of the course. The instructor and school provide instructional services, facilities, administrative services, and advisory assistance.

The contractual aspects of the syllabus are developed even further in some courses where student performance contracts are used. In the student performance contract system the exchange of compensation between student and teacher is an exchange of student performance demonstrations for grade recognition or certification. If the student completes a performance objective, the teacher verifies the competence and documents the achievement. As a reward at the end of the course the student retains a copy of the document that lists the performances completed. There will not be a specific header for this function. Rather, the entire document must stand the test of agreement with the list. In areas of dispute, the syllabus should be used as the reference point.

Identifies reference material. Appended to most syllabi found in community colleges is a list of reference materials. If you are teaching Early American Literature, be sure not to simply copy the bibliography Dr. Pinkerton gave you in 1965. In all likelihood it's the same one Dr. Boswell gave him back in 1934. Even though the Early American Literature period ended in 1865, there has been a great deal written about it since that time. You are contributing far more to the

syllabus by identifying the major works on a topic from the past decade than by identifying everything that has been published since Guttenberg's Bible. After all, the major works of the last ten years should consider all that has been written before and give a more current perspective to the issues. This is a section that deserves a heading of "References." Special note of other library and ERIC documents should be noted.

Sequences and schedules instruction. Within a body of instruction there is usually a building process. Basic knowledge and ideas are built into basic concepts which later combine into higher-level concepts or constructs. By the same token, basic movements, techniques, and motor skills are developed into advanced procedures and sophisticated performances requiring precision, delicacy, timing, and finesse. The syllabus is a tool that enables you to arrange the activities of your course to insure that the building process takes place.

The scheduling of instruction follows from the sequencing plan. The sequence of instruction can be systematically discovered through a series of competency sorts. The monograph in this series entitled "Using Performance Goals" provides details for frequency, complexity, clustering, and chronology. Refer to that monograph for specifics.

Once the sequence has been set, the instructor can allocate time in accord with the established time frame of the term. Thus, a section of the syllabus evolves with goals and objectives aligned with time periods (weeks or sessions) of the course.

Identifies course goals. How would you answer a student who asks you, "When I complete your course, what should I be able to do that I can't do now?"

The answer to this question, critical to the student, can best be provided through the performance goals. When you identify those things a student will be able to do after the course, you must be very careful. The community college student wants the best deal possible for the time and money invested. Therefore, when you enumerate the abilities you hope to develop, make sure they are valid, current, useful, and saleable. If these goals are not met, you may have a tough job selling your course and attracting future clients. If, however, your course goals are clearly attractive on their own merits, worthwhile in today's society, and useful or marketable for the student, you should have no difficulty responding to the student's query.

It is often appropriate to separately identify the goals relating to

content from those relating to skill development. For example, a set of content goals may include such competency descriptors as **describe, outline, contrast, identify, evaluate, list** or **explain.** The skill goals may suggest demonstrations of competency by using activity descriptors such as **adjust, rebuild, perform, conduct** or **chair.**

More specific information is provided about performance goals in other monographs in this series. A specific section is not required for goals. However, they must be included somewhere in the syllabus. As a rule of thumb, there will probably be one or two goals per week of instruction.

Motivates students. The syllabus should so clearly depict the activities to be pursued in the course that the student "sees the light" at the very first class meeting. The requirements should be presented in such a manner that the student, upon reading the syllabus, can accurately predict the demands of the course.

The student reaction to the syllabus should inspire them, build their confidence, and reduce their anxiety, They will be further motivated if the first few goals are obviously attainable. This success should serve to motivate them to pursue the subsequent goals. Additionally, the simplicity and ease of the initial goal alleviate the fear that many students experience when venturing into a new educational arena.

There will be no header for this function. It should permeate the entire syllabus. The key, however, will reside in the goals and objectives.

Provides learning options. The syllabus should suggest alternative routes the students can take to arrive at their educational destination. In an era of education that recognizes cognitive style mapping, alternative learning styles, and individualized instruction, it is quite appropriate to provide learning options to the student. Some examples might better illustrate this point.

In a Shakespeare Survey course, students might have the option of studying **Othello** by reading the play, going to a local drama group's presentation, or watching Sir Lawrence Olivier's motion picture version on TV. Indeed, an individual student might select any single option or combination of options to best accommodate his/her learning style.

A contrasting example might be the auto mechanics student who is learning to recondition cylinder heads. The student might have the option of practicing on a cylinder head belonging to the school, doing a "live work" valve job for one of the school's customers, or

performing the task under the shop foreperson's guidance at the garage where the student is employed.

In addition to providing learning options for the student to select, you should allow flexibility for the student to suggest learning options for the goals and objectives you establish in the syllabus. In fact, you might even allow students to suggest alternative goals and objectives for their pursuits in your class. Allowing such options to the students permits you to take advantage of the strong motivational factors associated with self-directed study.

No header is required for this function. It can be noted in a section on "Miscellaneous" information. Or, you might wish to hold these options till after the course has begun and add the description of the option to the syllabus as an addendum.

Permits self monitoring. A syllabus should present a course of study as a clearly marked path through a series of well-defined checkpoints rather than a vague direction through a cloudy wilderness. Wow! At any given time the student should be able to answer the big five questions: (a) "Where am I now? (b) "Where am I going? (c) "Why am I going?" (d) "How am I going to get there?" and (e) "How will I know when I get there?" Students' anxiety should only be ignited when they have clearly fallen behind in their timely progress toward the terminal objective. Of course, it is appropriate that anxiety assumes a motivational role at times to stimulate students to accelerate their progress in order to take full advantage of the educational opportunity you are breaking your neck to provide.

There is no specific header for this function. It must also be carefully woven throughout the syllabus.

Identifies terminal performance objectives. The listing of objectives evolves from the course goals. The detail and precision appropriate to the writing of performance objectives depends on the course, the student, the teacher, and the facilities. In an aircraft pilot training program where there is little room for error or misunderstanding, objectives should be written with great detail and rigorous criteria, and realistic conditions should be established. A poetry writing class, on the other hand, may be more flexible and freewheeling in its objectives and options to enhance the creative mission of the course. While some syllabi are acceptable with a few general course goals, others may appropriately contain specific terminal performance objectives. The courses vary so widely in post-secondary education that it is impossible to suggest which courses should be

detailed precisely in a syllabus and which ones could be described broadly.

Typically, the refinement of a class syllabus from a loose, generalized description of the course into a precise specification detailing the learning activities is directly related to the professional growth of the instructor. Over the years instructors usually discover the benefit of precisely detailing as much about the course as possible and communicating that information to the students as early as possible. The detailed approach eliminates the misunderstanding that is so often the barrier to accomplishing the mission of the course.

One way to detail a critical list of information about the course is to write terminal performance objectives into the syllabus. Often preferable, however, is to write terminal performance objectives into a student contract which may be attached to the syllabus. By incorporating a student performance contract into the instructional scheme of the course, one can build upon the syllabus to further clarify the course expectations and provide a base document upon which to record the students' accomplishments. Naturally, one can simply include a section under the heading of "Performance Objectives" and accomplish the function desired.

Serve as an articulation tool. The syllabus is the document that communicates the details of a course to the students, parents, administrators, taxpayers, employers, business, industry, the community, educational institutions, and other agencies. When any combination of the aforementioned institutions discusses a course, the syllabus is the document upon which they should base their discussion. Decisions made by such groups should be reflected in a revised version. For decision makers, therefore, the course syllabus can be regarded as the prime source of information about the course.

What kind of decisions are made on the basis of the community college syllabus information? An articulation project might require high schools to examine community college syllabi in order to modify their own curriculum. Conversely, a community college system might modify syllabi to better articulate course content with colleges and universities. On occasion, business and industry may scrutinize course syllabi to recommend courses for their employees. There is no end to the ways a syllabus might be used in the decision-making process that impacts upon you and the teaching of your courses. Therefore, it is in your best interest to insure that the syllabus is written in such a manner that decision makers can make appropriate

judgments about the course. Again, this is a function that must evolve from the entire document.

Advertises, promotes and recruits. Educators, unfortunately, often fail to promote their offerings. An excellent tool for the public information phase of the educational mission might be the syllabus. In fact, the syllabus should be designed so that the front sheet, containing the course title, times, location, and descriptive information on the course, can be detached and used as a promotional flyer to advertise the course.

Excerpts from the syllabus may be included in press releases and other publications to insure that the availability of the course is made known to potentially interested clientele. Should direct inquiries reach you as a result of your promotional efforts, a well-written syllabus is probably the most appropriate reply.

It is not enough simply to avoid "turning off" enrolled students with a poorly written syllabus. One should strive to draw future students with an attractive description of the course.

Provides a base for modification. On occasion, courses must be updated, modified, expanded, or changed in some manner. The syllabus provides an excellent base document for modifying a course.

You and other change agents can first indicate broad additions, changes, or deletions right on the syllabus. Negotiations concerning course changes should take place initially on the syllabus level. After a final syllabus is agreed upon, you can incorporate the changes into the curriculum guide, lesson plans, resource materials, and class activities.

In effect, modifying the syllabus before changing the course itself is akin to changing an outline before you rewrite a paper or book. You are more likely to improve the quality of the final product if you build from a strong base. This function is optimally served through a well-developed syllabus.

Facilitates Grading and Evaluation

The competitive nature of colleges and universities regarding the admission of students has dictated that community colleges use realistic, equitable grading systems. The syllabus should clearly convey the system used in each course. That system should reflect some careful thought since students' futures could depend on numerical assessment of their performance.

Make every attempt to be as objective as possible in the grading ap-

proach. There are times when some subjective evaluation is appropriate. Take the time to completely explain the grading system in a separate section of the syllabus entitled "Grading Rationale" or "Evaluation." CBE mandates that the conditions for performance and standards of performance be communicated prior to instruction. The syllabus must deliver on this mandate.

Meets accreditation requirements. A peripheral aspect of the course syllabus is that it is often used by the accrediting agency evaluating the institution. Be sure that at least one version of each course syllabus follows the format prescribed for the accrediting process. Often the accrediting agency will specify that course syllabi submitted for evaluation follow a rigid format. Don't fight it. It is a losing battle. Lose this one and win the performance syllabus war by designing your syllabus which meets the aforementioned sixteen tests. Chances are the accrediting agency requirements can be met with a twenty-minute "cut and tape" job.

A Syllabus Cookbook

Now that you've had a chance to conceptually dissect the syllabus for a performance based post-secondary level course, no doubt it would be a good idea to write one. Therefore, this section of the monograph will provide, in a "cookbook" style, a model which may be used to generate performance syllabi.

Building a Cover Sheet

The front page of the syllabus should contain a general synopsis of the course and information on which students could decide if the course matches their needs. The data to be presented on the cover sheet includes (a) identity data, (b) course description, (c) course mission, (d) prerequisites, (e) performance, (f) evaluation, and (g) miscellaneous information. For a suggested layout of the cover sheet see Figure 1: "Cover Sheet Format" on page 12.

Various addenda may be added behind the cover sheet. The addenda will probably be given mainly to those who enroll in the course. The addenda may include (a) reference addendum, (b) course terminal performance objectives with timelines, (c) an elaboration on grading, (d) suggestions for special projects, (e) a student laboratory contract, and (f) others as you see fit. However, please try to keep the syllabus to less than book length!

Sample Cover Sheet

(institution)	(subject abbrev. & course #)
(division)	(time)
(department)	(place)
(instructor)	(phone)

(name of course)

Course Description

(insert course description and prerequisite from catalog)

Course Mission

(insert the major course outcome--not content)

Course Performance Goals

(insert the 1-2 goals to be addressed per week of instruction)

Evaluation

(insert briefly how performance will be translated to grades and/or refer reader to a specific addendum)

Miscellaneous

(insert statements about text, lab fees, etc.)

Figure 1

Student Laboratory Contracts

Occupational Education, during the past decade, has built the finest of educational facilities and equipped them with the latest machinery, supplies and teaching aids. It is imperative that more effort be given to providing instructors with techniques to insure quality instruction.

One technique especially useful to occupational educators is the student performance requirement list or "Lab Contract." It is used to communicate to the students **exactly** what activities they are expected to pursue in the laboratory or shop sessions of their course or program. Additionally, it provides a record of what performances have been mastered. It also communicates to parents, employers, and administrators the tasks students are performing in each occupational program.

Characteristics

The student lab contract is not simply a syllabus in the traditional sense. Rather, it is a listing of criterion-referenced performance objectives provided to each student as a guide toward appropriate laboratory activities. Each task is written in just enough detail to clearly communicate the performance expected. It is neither so simply stated as to be vague nor so detailed as to be cumbersome. In regard to detail, the lab contract should be tailored to the specific academic level and class population served. The clientele served might dictate smaller steps or tasks be listed. These smaller steps are typically the case in working with special populations such as the handicapped or disadvantaged.

The reason for varying the magnitude of the student objectives is based on an important aspect of lab contracts. This is the motivational principle that permits natural reinforcement by success. Based on this principle, each objective should be attainable in a time span short enough to hold the concentration of the student. Of course, the time span should not be so short as to require constant sign off and checking by the laboratory instructor.

The student lab contract should include the following for distinct sections: (a) the structuring introduction, (b) the basic requirements, (c) additional recommendation opportunities, and (d) special projects. An explanation of each section and a sample are provided below:

The structuring introduction. The first part of the lab contract

contains spaces for the student's name and other required identification such as grade level, section, student number, and class meeting time. This section explains the ground rules of the lab contract including information about grading, instructor expectations, scheduling, and other appropriate items. Figure 2 is an example of a simple Structuring Introduction that might be found in a post-secondary Automotive Fuel System Class.

Basic requirements. This section of a student lab contract contains the tasks a student **must** attain to gain the **minimum** level of competency required to be certified by the institution as having completed the course. In other words, the basic requirements section represents the lowest performance level acceptable for the student to pass the course.

A simple format that has found favor among instructors is presented in Figure 3 on page 16. Notice that the task description includes a space for the instructor to "sign-off" and date the attainment. In addition it includes a few lines where praise or recommendations can be written.

Note that these tasks are not in the precise form detailing the conditions, specific performance, and criteria. This is because in this simple approach it is expected that the details normally associated with a performance objective will be addressed in depth in some other mode such as hand-outs, job sheets, lectures, wall charts, or reference books. If other modes are not sufficient to clarify the precise actions, conditions, and standards of the contract, a longer version may be used. Generally, the trend is to streamline the writing of the tasks to a shorter form since the primary role of the lab contract is that of management, motivation and communication. Lengthy, cumbersome task descriptions tend to detract from that role.

Additional recommended opportunities. As the descriptive title implies, this third part of the lab contract lists suggested exercises, projects, and tasks that most students should pursue in order to progress beyond the minimum performance requirements of the course. In effect, these are simply a continuation of the basic requirements section and include those prescribed activities that **would** be included in the basic requirements section if the course were scheduled for a longer time or if the clientele were more advanced. The activities in this section are the tasks students should pursue **immediately** upon completion of the Basic Requirements in order to be rewarded for

AUTO 121 FUEL SYSTEM
LAB CONTRACT

Name Studt. # Qtr 19

Phone # Auto 121 Sec. Time to

The following laboratory exercises, projects, and tasks are to be accomplished to satisfy the laboratory requirements of Auto 121—Automotive Fuel Systems. The student will receive a passing grade upon satisfactory completion of the tasks described in Section I—Basic Laboratory Objectives. Completion of tasks as described in Section II Optional Exercises will earn extra credit toward the student's final grade. Student projects and "live work" that enhance the learning experiences of this course will be encouraged but must be described in writing before undertaken by the student. Section III provides a format for the description of the task and a place for instructor authorization. The Standard Automotive Laboratory Rules regarding attendance, punctuality, safety, and behavior apply to this laboratory class.

Basic Laboratory Objectives

_____ Instructor Objective: Given a single

Date_____ diagram fuel

Comments: pump....

Figure.2

REQUIRED LAB TESTS

_____Instructor
_____Date

Adjust the intake and exhaust valves to proper specification on the 1967 VW Lab Engine.
Comments _____
_____

_____Instructor
_____Date

Perform a cylinder compression test on the 1969 Chevrolet 6 cylinder Lab Engine. Record the readings below:
#1_____psi #2_____psi #3_____psi
#4_____psi #5_____psi #6_____psi
Comments _____
_____

_____Instructor
_____Date

Perform a Cylinder Leakage Test on the 1972 Chevrolet 350 V8 Lab Engine. Record readings below:
#1 __% #2 __% #3 __% #4 __%
#5 __% #6 __% #7 __% #8 __%
Comments _____
_____

_____Instructor
_____Date

Adjust the dwell, idle, and timing of each of 3 lab stationary engines.
_____(inst) VW
_____(inst) Chevrolet 6
_____(inst) Chevrolet V8
Comments _____
_____

Figure 3

significant achievement beyond minimum course requirements.

Often, instructors will indicate how much extra credit the student can earn toward the final grade within the format of this part of the lab contract. An example of this approach is shown in Figure 4.

Additional Recommended Opportunities

_____Instructor _____Date _____Points	Remove and replace the camshaft and hydraulic lifters on the 1972 Chevrolet V8 Lab Engineer. (5 pts) Comments _____
_____Instructor _____Date _____Points	Remove and replace the timing chain and sprocket assembly on the 1964 Pontiac 389 Cubic Inch V8 Laboratory Engine 2½ points Comments _____

Figure 4

Special exercises. The final part of the Lab Contract should accommodate those opportunities that arise which are **unquestionably** valid learning experiences for the student yet are **not** normally included in the lab contract. This part of the contract is especially critical in any laboratory or shop situation where "live work," maintenance, construction, fabrication, or any other customer jobs might be encountered. The special exercises section is essentially a blank task form formatted so that the student may easily and quickly write the tasks in response to the request or need to do a job. A typical format for the special project section of a lab contract is provided in Figure 5 on page 18.

Annotated Outreach

Guess what? There is none! We searched and searched and searched and finally concluded that there was no additional current information worth your valuable time. We hope that our few "seeds"

SPECIAL EXERCISES

_____Instructor
_____Date
_____Points

Job To Be Done _____
_____
Given Conditions _____
TO WHAT STANDARD _____
_____

Figure 5

might be used by you to "grow" the future body of knowledge and skills related to developing the performance syllabus. Here's to happy tilling.

Sign Off: A Parable

Once upon a time a newly ordained Doctor of Vocational Education assumed the Division Chairpersonship of an Occupational Division of a large community college. At her initial division faculty and staff meeting she declared that the entire division was going to go "Competency Based" and that all instructors were to submit all performance objectives for evaluation within two weeks. Additionally, within weeks all faculty members were to submit a Competency Based Curriculum Guide and a "Management by Objectives" plan for each course in their instructional repertoire. What she actually did receive were two immediate resignations and about a dozen unstructured, immeasurable, vague sets of course guidelines. Needless to say, a strange nev boss demanding some strange new paperwork tended to reduce staff. But only for a while.

Those who "faked it" well enough (after reading a Mager paperback or two) to come up with a list of performance objectives or a lab contract soon realized some amazing results. Students were genuinely concerned about completing the tasks on their "Lab Contract." To the student's endless question, "What should I do now?" came the answer,"Do the next performance objective." Students were more cooperative with regard to serving as "toolperson," "foreperson," "clean-up supervisor," or "parts runner" since these jobs were tasks required on their Lab Contract. Parents and employers felt more free to discuss curriculum matters since the specific tasks students

pursued were clearly written in performance terms on a "public" document. In addition, the document served as a flexible base for curriculum modification and revision. Instructors discovered new techniques. New equipment was requested and provided.

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